

# THE COLONNADE

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gcsucolonnade.com

## Gentry's hot bat continues productive career

**Samuel Tucker**  
*Staff Writer*

Cal Gentry, a junior marketing major, is one of the most prolific hitters on the GC baseball team. Gentry is currently second in the PBC batting averages at .422 and tied for second in on-base percentage at .500.

"Cal is a special ball player," said head coach Jason Eller. "He's as pure a hitter as you can find in college baseball. It's fun when he gets up there and digs in that box because he's so exciting offensively."

Gentry wasn't always the pure hitter he is today. After graduating from Perry High School in 2016, Gentry initially signed to GC as a pitcher. His decision to move away from pitching was based on his desire to not abandon the work he put in at his hitting.

"I wasn't quite ready to put up the bat yet, and I've been working really hard over the past three years to lock in being a pure

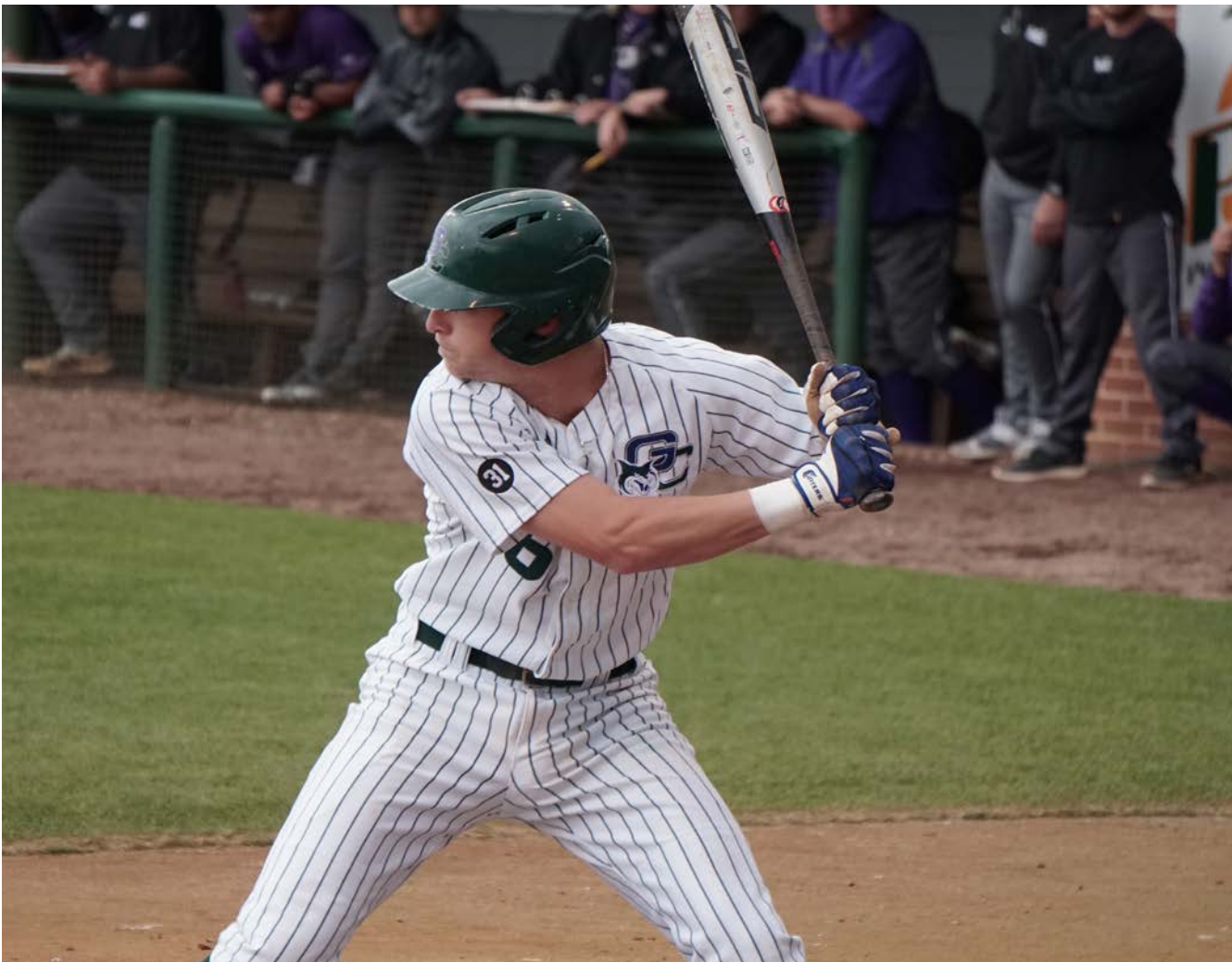
hitter," Gentry said. "It takes a lot of practice and a lot of extra hours, but it's all worth it in the end."

Gentry's commitment to becoming a pure hitter began at a very young age when he would fully immerse himself in the game of baseball and begin developing good hitting fundamentals with older players on his father's high school baseball team.

"His dad was a high school [baseball] coach, so as a kid, Cal was the bat boy, and he took batting practice with the high school players, so he's been around it his whole life," said Cal's mother Susan Gentry.

Gentry made a name for himself as a consistent hitter in his freshman season. He led GC and the PBC in batting average on the season finishing with a .441 batting average. He was also atop the conference in other categories finishing third in hits and fourth in on-base percentage.

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Courtesy of GC Sports Information

Cal Gentry digs in at the plate during a game against Middle Georgia on March 26

## GC hosts Urban Bush Women Dance



Courtesy of Karen Berman

"Hair and Other Stories" provided a performance of social change on March 26.

**Maggie Waldmann**  
*Arts & Life Editor*

The lights of Russell Auditorium began to dim as a woman emerged at center stage, singing deep hymns alongside the choir of voices echoing from the speakers. Another dancer emerged from the audience, and the music cut to a modern up-beat tempo as he hopped onto the stage.

"Don't get too comfortable," the two dancers said to the audience. "We're going on a journey."

With a heavy emphasis on audience interaction, the Urban Bush Women Dance Company present-

ed their concert "Hair and Other Stories," providing a newfound understanding of the discomfort that comes with social change.

"Hair and Other Stories" creates a narrative around the racial inequality of American beauty standards, specifically through the lens of hair.

All barriers are broken down during the performance. Being "a simple observer" was no safety from the message Urban Bush Women came to instill in the audience.

"I need you to open up your scalp, I need you to open up your mind!" the dancers commanded the crowd. "You don't have to leave the same

way that you came."

Working to create performances that not only tell untold stories of disenfranchised people, but invite others outside of this marginalization to learn and grow is exactly what Urban Bush Women was built on.

Founded in 1984 by Jawole Willa Jo Zollar, the Urban Bush Women Dance Company was developed under Zollar's dedication to use artistic cultural expression as a catalyst for social change.

The NYC-based dance company has gained national recognition through its 35 years, with an extensive list of honorable credentials and performances across the country.

However, it is through their community outreach programs, such as BOLD (Builders, Organizers and Leaders through Dance), that they uphold their dedication to social awareness and human connection.

"[Urban Bush Women] really work closely with the communities, not as the expert, but coming in and offering tools and ways that we can all work together," said Love Muwwakkil, a dancer in "Hair and Other Stories."

Muwwakkil said she is confident in the ability of "Hair and Other Stories" to generate this change among their viewers.

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## Heartbeat Bill

**Sarah Jones**  
*Contributing Writer*

On Friday March 22, the Georgia Senate approved House Bill 481, also known as the Living Infants Fairness and Equality (LIFE) Act, or the "heartbeat" bill, with a 34-18 vote. If finalized, the act will become effective on July 1, 2019 and proposes the presence of an embryo's heartbeat as the new criterion for outlawing abortions.

If it is not medically necessary for the mother to have an abortion, an abortion will not be authorized or performed if a heartbeat is detected, which usually happens around week six of gestation.

This bill would also include embryos and fetuses in the state population-based determinations since it amend state law to include unborn children as a "natural person" under state law. It also prohibits anyone other than a licensed physician to perform an abortion, and they may not do so until confirming there is no heartbeat and receiving informed consent from the pregnant person.

"I like this new policy surrounding abortion," said Grace Anne Wilson,

a sophomore nursing major. "But I know abortion is not always a black and white situation. One good addition to the bill is emphasizing a stricter regulation on who can perform abortions, to ensure when they are done that they are done safely."

Others disagree with the policy.

"I was very mad when the bill passed, it is an affront on women's rights and the right to bodily," said Sydney Main, a sophomore environmental science major. "It should not be legal to force someone to donate their body to a stranger, if one thinks of a fetus as a person, which I do not."

This bill is now one of the country's strictest abortion policies. It credits its legal basis to modern medical science that was not available decades ago, stating that "early infants in the womb are a class of living and distinct human beings that among other individual human traits, have their own distinct blood types, organ systems, central nervous systems."

Sponsored by House Representatives Ed Seltzer, Jodi Lott, Darlene Taylor, Josh Bonner, Ginny

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NEWS

Heart-beat

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Ehrhart and others, this bill will set stricter standards for abortion in the state of Georgia. Previously, Georgia’s policy on abortion was focused on the fetus’s viability outside of the womb. Exceptions to this bill include situations where it is necessary to avert death or substantial injury to the pregnant person, where it is necessary to preserve the life of the fetus or if the pregnancy at 20 weeks is the result

of rape or incest and was reported to law officials. Like all legislation surrounding abortion, opposition to this bill is sharp. While some show overwhelming support for this new bill, others were more satisfied with the previous policy and believe that the decision to abort belongs strictly to the pregnant person. “I have always believed it should be the woman’s right to choose whether to carry out their pregnancy or not, rather than the decision of the state,” said Jack Hettinger a sophomore and mass communications major who said he favored the previous law.

HEARTBEAT BILL

EFFECTIVE JULY 1, 2019

APPROVED IN THE STATE SENATE BY A 38-14 VOTE

ABOUT THE BILL

- OUTLAWS ABORTION AS SOON AS A DOCTOR CAN DETECT A HEARTBEAT IN THE FETUS.
- FETUS TYPICALLY DEVELOPS A HEARTBEAT AROUND SIX WEEKS INTO PREGNANCY
- ONE OF THE STRICTEST ABORTION POLICIES IN THE COUNTRY
- ALLOWS ONLY LICENSED PHYSICIANS TO CONDUCT ABORTIONS AFTER ENSURING THE FETUS DOES NOT HAVE A HEARTBEAT
- CERTAIN CIRCUMSTANCE ALLOW FOR SOME LENIENCY REGARDING ABORTION

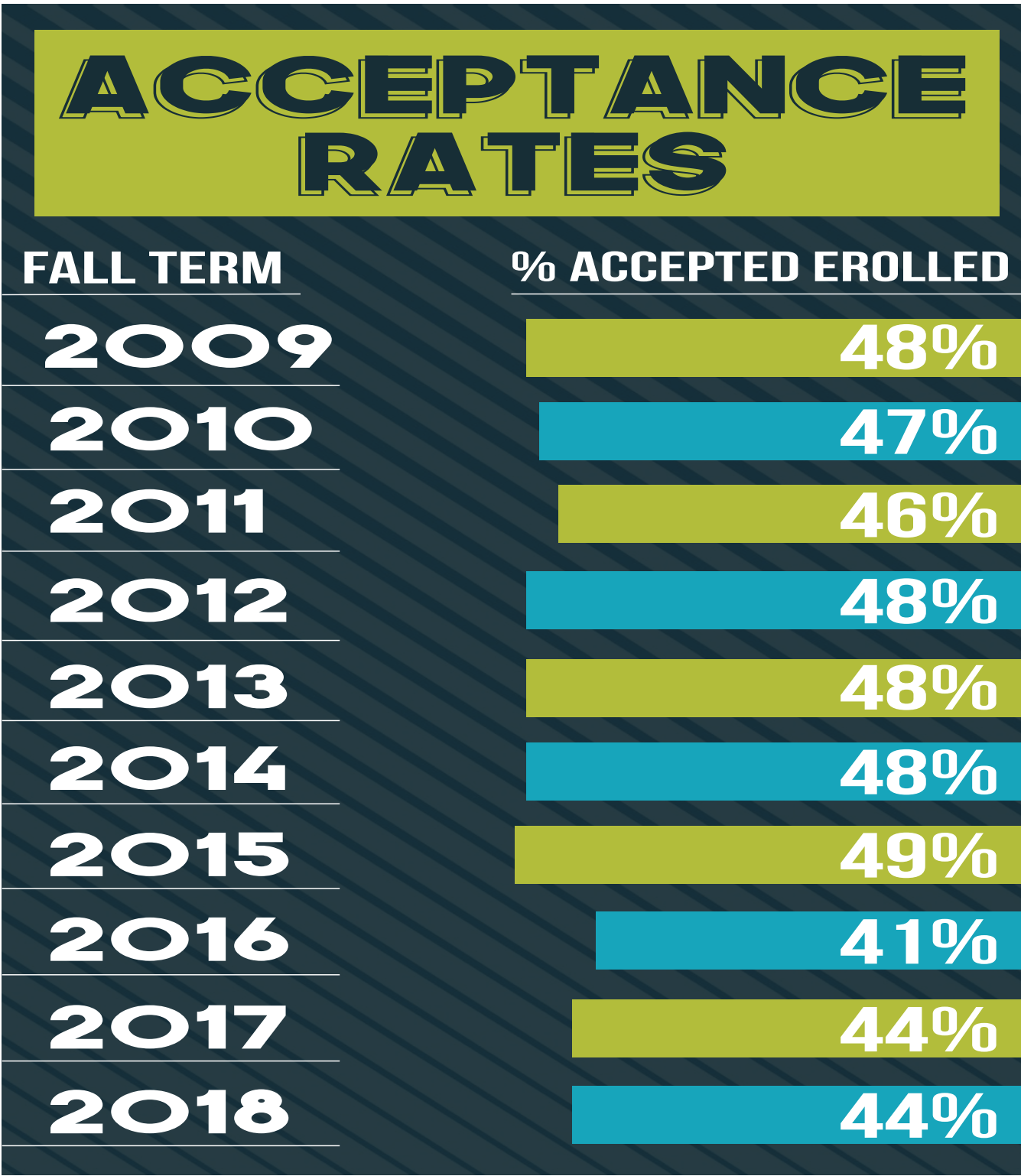
Graphic by Rachael Alesia & Compiled by Sarah Jones / Contributing Writer

GC acceptance rates higher than enrollment

Nicole Hazlett  
Staff Writer

In 2009, 48 percent of those accepted to GC enrolled, a large difference compared to the enrollment rate of 42 percent in 2018. Every year, GC accepts roughly the same number of freshman students, about 1,450. However, this number has slowly increased over the past couple years. The upcoming academic year, 2019, could bring in a freshmen class as large as 1,480 students. “It’s by design to keep the class sizes small, so it’s very intentional,” said Alison Shepherd, the assistant director of admissions. However, this 1,480 does take into account the number of freshmen students that will actually enroll and come to GC. This number also does not take into account transfer students or students coming to GC after the

fall semester. In 2018, GC enrolled 42 percent of those admitted in 2018. “I applied to four colleges, but had my heart set on GC,” said Hillary Wilson, a participant of the Bridge Scholars program at GC. “I think they’ve [GC] become a more selective school as years have passed.” One of GC’s major competitors, the University of Georgia, enrolled 45 percent of the applicants admitted in 2018. In 2018, 4,329 students applied to GC. This has increased dramatically from the 3,666 students who applied in 2009. This is positive for GC because the more people who apply, the pickier admissions can be with our student pool. “The goal is always to increase applications because it gives us an opportunity to shape the class coming in,” said Suzanne Pittman, the associate vice president of admissions.



Rachael Alesia / Art Drector

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04.03.2019

NEWS

# GC shares take on admissions scandals

**Catherine James**  
*Staff Writer*

After a series of scandals related to students—and their parents—cheating their way into well-known universities hit the internet, college communities across the country are left wondering just how common these instances are.

The most infamous of the scandals involves Lori Loughlin, a celebrity well known for her role as Aunt Becky on the sitcom “Full House.” According to NBC News, the actress and her husband agreed to pay \$500,000 to better secure their daughters’ chances at getting into the highly competitive University of Southern California.

There is believed to have been up to 50 other individuals involved in similar scams at USC.

“To know that that kind of corruption could happen in this system is really disappointing” said Suzanne Pittman, the associate vice president for enrollment management at GC.

Pittman, however, said she was encouraged by the

fact that none of the USC admissions officers thus far had any knowledge of the scandals, and therefore they could not have contributed to any illegal activity that took place at the university.

“I think as a profession, admissions officers have very strong ethical standards,” Pittman said.

GC’s own admissions officers are held to the same high ethical expectations. They participate in required ethics trainings annually, ensuring that all applicants’ materials are placed in knowledgeable and trustworthy hands.

While this drastic scandal has raised questions about possible hidden scandals within all universities’ admissions systems, nothing along these lines has ever taken place in GC history, and it is likely it never will.

Due to size, lack of distinction among athletes and various test score validation techniques currently in place, it would be nearly impossible to pull off such a scandal at a university like GC.

Pittman explained that due to the small size of

GC, coaches, admission officers and professors alike are all very familiar with each other, and information would likely spread quickly via word of mouth.

Since athletes and all other applicants are viewed equally in GC’s eyes, lying about an applicant’s athletic ability—as was done at USC—would not benefit an applicant’s chance of being accepted to the school. He or she would still need to perform the same academically as the rest of the applicants.

“We’ve never dealt with a situation where we have found out about any of that happening,” said Alison Shepherd, GC’s associate director of admissions. “I wouldn’t say it’s common at all. I think that’s why we’re all in such shock.”

However, Pittman did mention that there are small, perfectly legal efforts students can make if they think they may be on the edge of getting into GC. The school pays a lot of attention to the written essays required on all applications, as well as optional letters of recommendation that may be submitted.



Emily Bryant / Photo Editor

Courtney Goetzman, left, and Libby Frost, right, study anatomy on March 31.



Alex Bradley / Staff Photographer

James Schiffman teaches students in his Critical Analysis of the Media course

# Participation spikes at the Career Center

**Chris Collier**  
*Staff Writer*

According to the GC Fact Book, participation at the Career Center has increased by over 6,000 students since 2012. Racing against an increasingly competitive workforce, the Career Center has implemented a number of new services to keep GC students ahead of the curve.

Over her 12 years at the Career Center, Director Mary Roberts has witnessed firsthand the evolution and growth of the service. When Roberts arrived in 2007, the Career Center only had two professional career advisers and hosted just two career fairs per year.

Now, the Center has 11 advisers at its disposal and over 12 career fairs every year.

“In Fall 2015, we launched a campus-wide career planning initiative that provided students with a clear checklist of career development activities that should happen across their four-year experience,” Roberts said. “With more staffing, we’ve been able to reach every first-year student through

First-Year Academic Seminar and expand opportunities for academic courses to include career planning in their curriculum.”

Total participation at the Career Center stood at 5,169 students in 2012-13, jumping to 11,806 in 2018-19. Fifty-one students received career assessments and group/individual advising in 2012-13 while 1,660 received these services in 2018-19. Advisers reviewed 325 resumes in 2012-13, a number that increased to 1,944 students by 2018-19.

Starting during orientation and Week of Welcome, students should expect to hear from the Career Center throughout their four-year college journey. Roberts said that marketing efforts have led to increased awareness and usage of the Career Center.

Jackie Hand, a career development specialist at the Career Center, said she has seen a change in the way students approach career planning.

“It is really great to see students who come to the Career Center for a class assignment and end up coming back for real help

and to complete their Career Planning Milestones,” Hand said. “I think that I have more so seen an evolution in a lot of individual students, and that is just an incredible thing to watch.”

In 2012-13, only 48 students participated in mock interviews, but in 2018-19, 849 participated.

Dennis Breyne, a senior majoring in political science and criminal justice, re-

cently used the Career Center for a mock interview.

“I’m normally doing [mock interviews] for a class, but I recommend going to those because they are very helpful,” Breyne said. “They give you a whole idea of what interviewers are going to want in an interview.”

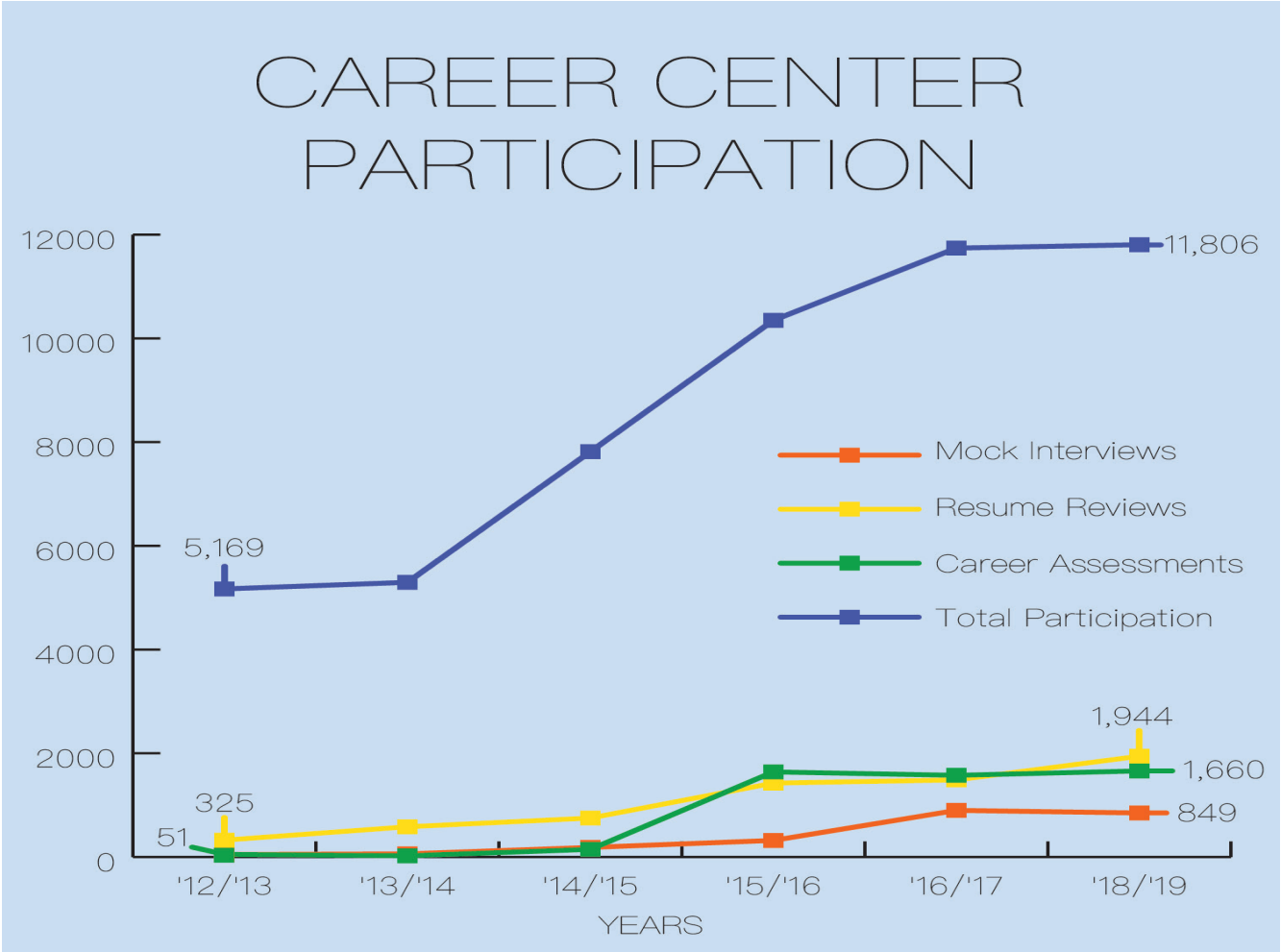
With the employment market becoming increasingly competitive, the Ca-

reer Center gives students the tools they need to be successful in whatever field they decide to enter.

GC’s smaller size also allows for a more personal, individualized interaction between students and Career Center advisers.

“I think the Career Center’s ability to reach across campus and be in front of students multiple times throughout their four

years at GC has increased appreciation for how our services can help students be successful in whatever they transition to after graduation,” Roberts said. “As a result, more students are seeing the connection between how the Career Center can help them in this competitive market.”



Infographic by Angie Yones / Contributing Graphic Designer



SPORTS

Gentry

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His freshman year accolades included two selections as PBC Freshman of the Week, All-PBC First Team and Division II All-Southeast Region First Team. His sophomore season was the lowest of his collegiate career, but still impressive and productive as he posted a .300 batting average on the season. The work Gentry puts into his approach to hitting can be reflected in his batting average, which is consistently ranked near the top of the PBC's standings. "He's never been a big RBI guy or the home run hitter," said Andy Gentry, Cal's father. "He is really consistent. He doesn't strike out a lot, walks a lot, very patient at the plate, and he's a good teammate because he doesn't mind just putting the ball in play and scoring a run." Teammate and third baseman Garrett Green said that Gentry is one of the most level-headed members on the team. "Whether things are going good or things are going bad, Cal is gonna keep his head in a positive mind," said Green, a senior business management major. "He's a positive motivator, never gets down on himself or others, and he's always bringing a positive vibe to practice, and everybody loves him."



Cal Gentry hits an infield single against Southern Indiana on March 5 at John Kurtz Field in Milledgeville

Steven Walters / Editor-in-Chief

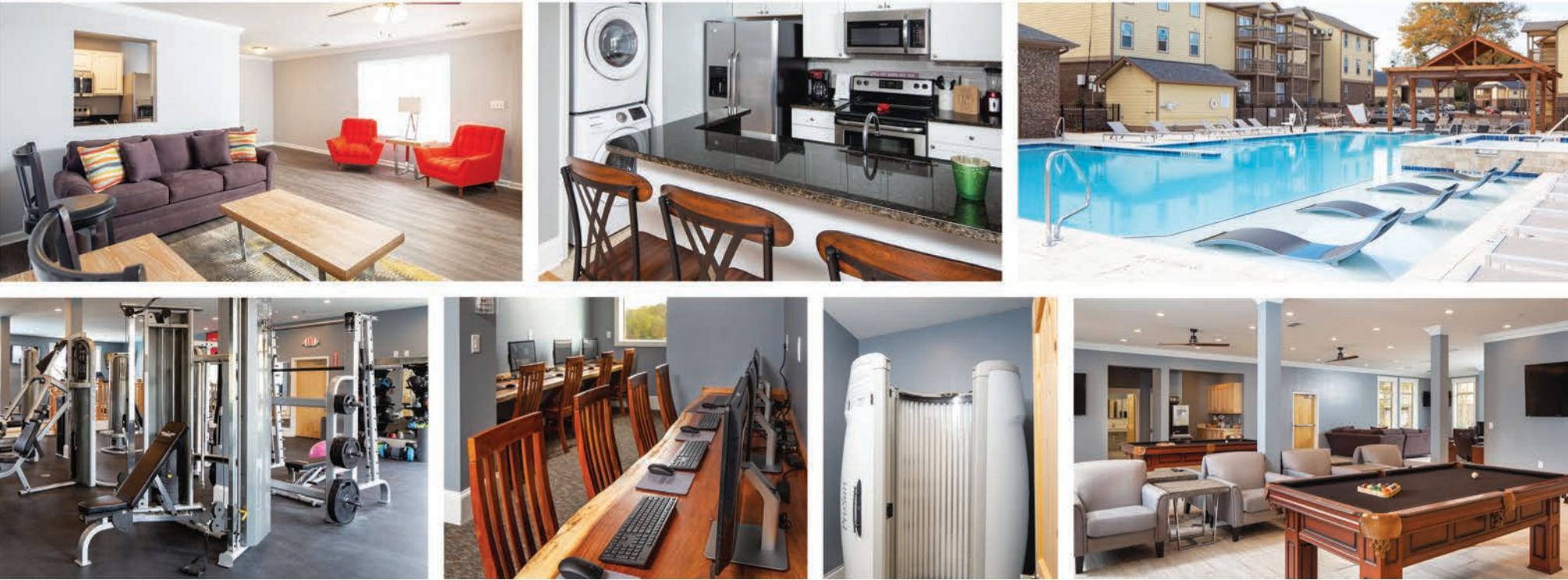


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SPORTS

Young guns heating up in midseason streak

Sydney Wilson  
Staff Writer

With 25 games won, including an eight-game win streak and a triumph over Southern Indiana, the Bobcats Softball team has started its 2019 season off with a bang. “Everyone’s just really settling into their roles and really starting to excel,” said head coach Jamie Grodecki. In addition to their roles on the field, a few players, namely Caroline Snider and Hayley Howell, have assumed leadership roles within the team. Snider is a senior mass communication major and

outfielder who has been playing for the Bobcats since her freshman year in 2015. She currently is at the top of the Peach Belt Conference leaderboard for her .442 batting average and 21 stolen bases. She also is No. 3 for the Bobcats in RBIs. “Caroline Snider has been a great leader for us,” Howell said. “Her presence is just so good for our team, and she’s just led us so well.” Unfortunately, Snider broke her ankle in a recent game and is unable to compete for the rest of the season. However, her teammates and coach have no doubts that she will continue to be a leading and driving presence for the team, and they are extremely proud of her

performance this season. “Somebody’s got to step up and fill that leadership position, but I think we’re all ready and up for the challenge,” said teammate Rebecca Lawrence. Lawrence, herself, has been doing well this season and currently leads the team in ERA, strikeouts and wins. Also stepping up to the plate this year is Howell, a sophomore pitcher. She has been playing for the Bobcats since her freshman year and currently holds the most RBIs in the PBC. This year’s roster is exceptionally young with 10 freshman. However, Howell said they have shown great skill and the ability to learn and adapt quickly. “I think that the fact

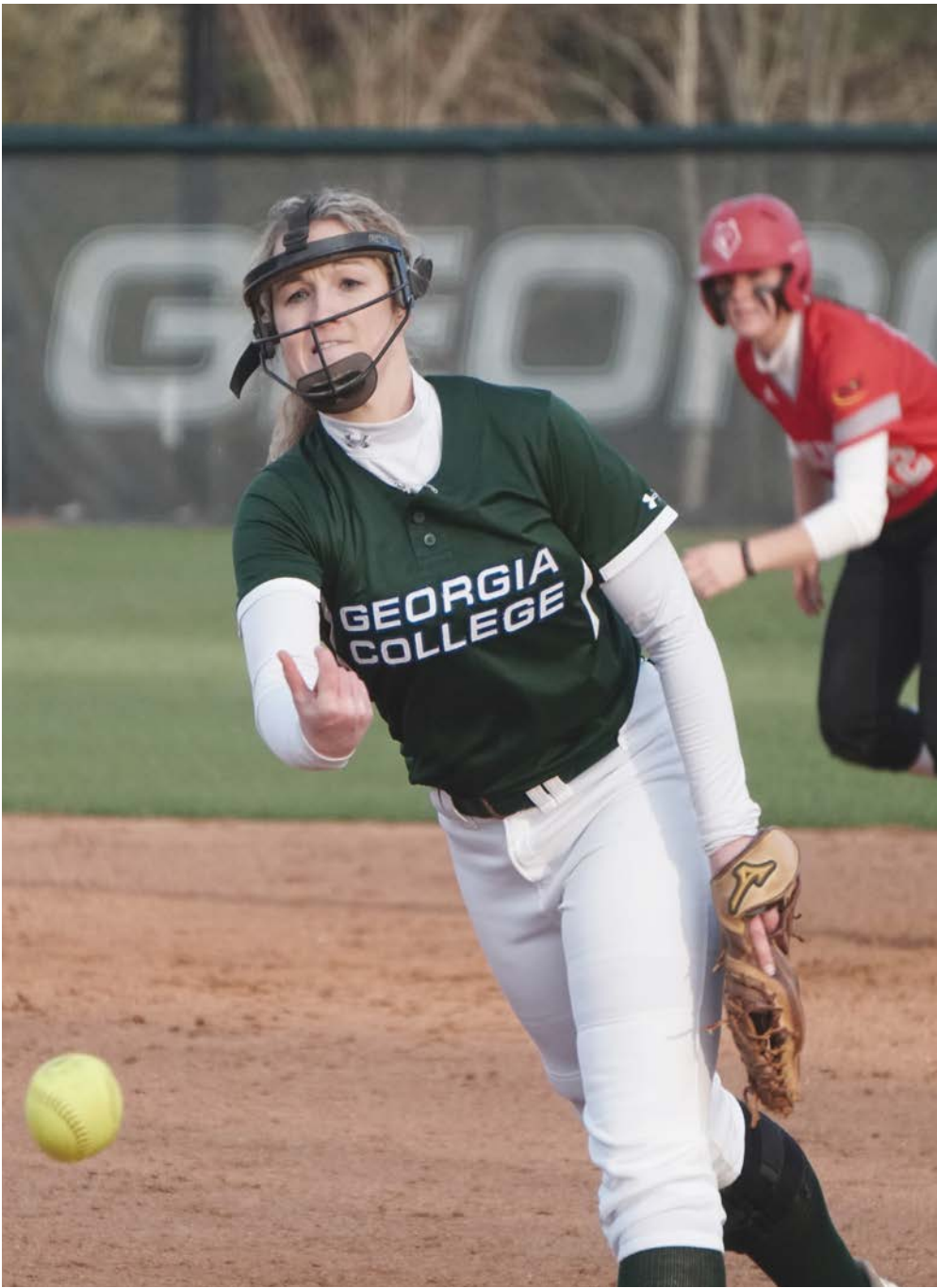
that we’re younger, we have a lot of people learning, but I think that they are doing a great job at learning, and our leaders are doing a great job of teaching them,” Howell said. Of the new freshman, many have shown improvement playing in their first college season. Grodecki named Jessie

Barre as her most improved and player to watch. “I didn’t know what my expectations were,” Grodecki said. “I just knew what her work ethic was, so I think she has put in the work and seen the results.” Though these stand-out players have done an exceptional job in the first half of this season, Gro-

decki attributes the team’s success to their ability to give and take and let everyone get a chance to win. Working as a tightly knit group has made it so nothing holds them back from advancing, and this is what Grodecki said will keep them successful in the second half of the season.



Courtesy of GC Sports Information  
Hayley Howell prepares to swing at a pitch against Newberry on March 7



Courtesy of GC Sports Information  
Rebecca Lawrence follows through on her pitch against Newberry on March 7

GC tracking concussions differently in modern era

Chris Collier  
Staff Writer

GC midfielder Becca Morris has suffered two concussions during her time as a Bobcat and an estimated five in her entire soccer career. Last fall, Morris experienced a scary concussion where she collided with a teammate. “I was going up for a header, and my teammate was also going up for a header,” Morris said. “She

was going backwards as I was going forwards, and our heads just collided. It was scary because I had no idea what was going on. The most recent edition of the NCAA Sports Medicine Handbook doesn’t require colleges to track concussions. But Paul Higgs, GC’s former head athletic trainer, said injury documentation is of the utmost importance to the university. “In the 20 years I have been at GC, we have gone from paper/pen

online electronic health-care records,” Higgs said. GC switched to a new injury evaluation system in January to ensure it maintains a quality standard of care for student athletes. This system allows the university to document injuries, rehab sessions and treatments. Higgs said he is satisfied with GC’s concussion management and documentation. “I think we are doing well here because we do what we should do to stay on top of it,” Higgs said. “We treat

concussions the same way we treat any other injury: identifying the cause, limiting the scope of the injury and the chance of re-injury, while protecting the athlete and providing an optimal environment for healing.” Proper care ensures that student athletes return to full-form. “Many stories are written about concussions, and they can be very serious,” Higgs said. “Often the worst-case scenarios make the media. But the majority of athletes suffering from a concussion

can eventually return to full activity with minimal complications if the injury is cared for properly.” GC soccer coach Hope Clark emphasized the unpredictability of concussions. “They happen in so many different ways,” Clark said. “We’ve had it where they’ve [players] been in close range, someone strikes the ball, and it hammers them.” Each new concussion brings new levels of caution and concern. “I definitely take them [concussions] more seri-

ously because the symptoms get worse as you get more,” Morris said. According to the National Institutes of Health, the brain produces more of a protein, tau, after severe, sports-related concussions. In a study conducted by an NIH-led research team, scientists measured tau levels in 632 college athletes. According to the findings, tau levels may indicate when athletes should return to the field.



Emily Bryant / Digital Media Editor  
The GC Women’s soccer team lines up against Clayton State on Kick for the Cure night on October 17, 2018



ARTS & LIFE

Dance

CONTINUED FROM  
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“Whenever we do talk-backs and things, I feel like people have had some sense of personal connection to one part or another in the show,” Muwwakkil said. “I think that people definitely see this as a way to get difficult conversations going.”

Throughout the show, personal narratives derived from performers are expressed through song, spoken text and movement as the dancers mesh both the humor and pain of the topic bringing us all together: hair.

“It’s indescribable,” said Ross Daniel, an Urban Bush Women performer and GC alumni. “It’s a call for question, it’s a call for response, it’s comical, it’s deeply emotional, it encompasses all within that story of hair and beauty standards set in America.”

The dancers demonstrate the prejudices behind African American hair in a variety of spoken parts, ranging from the comedy of “hair

hell moments” to the more serious reading from a letter to Madame C.J. Walker, the first African American female millionaire, who earned her fortune from selling hair relaxers.

The movements of the dancers illustrate the different elements associated with styling African American hair, from the intricate finger motions of braiding hair to the suffering of sitting still while a hot comb scraps through the scalp to achieve perfect silkiness.

Contemporary blends of African dance pull the narrative structure towards the “roots” of black hair, as the dancers roll their shoulders, pump their chests and flutter their arms to the rhythm of dueling beats. Movements of sweeping, cooking and domestic work are also played out by the dancers, adding to the images of the black female narrative.

“In creating the work there’s always a deep investigation in movement and what you’re trying to get across,” Muwwakkil said. “Really doing that deep investigative work in the studio and with each other to make sure that there is intention behind the move-

ment; that’s how we’re really trying to get stories across.”

With the development of the show taking over three years, the choreographic development process was extremely complex, according to Daniel, who explained how Urban Bush Women strives for artistic

tion to the larger vision of the work,” Daniel said.

While the performance aims at giving a voice to its black performers and audience members, the white voice is not to be disregarded.

Daniel plays a white man in “Hair and Other

ilege intact,” Daniel spoke during his performance.

Being a GC alumni, Daniel was thrilled to be able to come back and share his work in “Hair and Other Stories,” with the school.

“I spent a lot of energy here and I owe a lot of my career to the four years here, so I feel like it’s a really nice experience to come back and share with the community,” Daniel said. “Hopefully adding to the wealth of knowledge that already exists.”

Karen Berman, the chair and artistic director of the theater and dance programs at GC, feels that Urban Bush Women, “embodies the spirit of social justice...something our whole department is all about.”

Berman first saw Urban Bush Women perform in Washington D.C. over 10 years ago, and was henceforth determined to have them perform on the GC stage.

Struggling with funding, Berman and the department were unable to bring the troupe to GC, until the Provost Kelli Brown, Dean of Arts and Sciences Eric Tenbus and President Steve Dorman

came forward and provided the needed money.

“I’m actually sitting here even now, not believing that they’re actually here,” Berman said. “To have our students get to witness this group that combines artistry and social awareness really was the big goal.”

Berman feels that having students watch a performance on social justice can be far more beneficial than the traditional college route of attending a class or lecture centered around it.

“As a participant in the audience and in the show, we’re watching these people embody what happens when there is equality and when there is inequality, and when we see it we empathize,” Berman said.

While the two and a half hour show has ended, the discussions of social change it provided are still continuing on, just as Urban Bush Women and Berman hoped they would.

“Nobody is telling you how to behave, or how to feel, but you can’t help by feel something and feel that empathy when you’re in the middle of it,” Berman said. “That’s the way an artistic performance hits you.”

“

If I feel comfortable and safe, then I’m continuing to keep my white privilege intact

”

-Ross Daniel



Courtesy of Karen Berman

The cast of Urban Bush Women’s “Hair and Other Stories” bows after their performance at GC on March 26

GC1Y engages with people with disabilities

Taylor Kiel  
Staff Writer

Nicole DeClouette, associate professor of special education created a GC1Y class called “Representations of Ability and Disability” several years ago to give exposure to first-year students who require the skill of working with people with physical and intellectual disabilities.

The class focuses on stories about disability, with film as a major component, and teaches students to look at, critique and analyze the different representations. Students focus on whether the particular media analyzed is putting positive or negative messages out to the community.

“If the media examined portrays negative messages, we want [students] to

resist those and reposition them in a way that is more positive,” DeClouette said. “If they are positive then we want to highlight them and support them.”

Beyond the classroom, students get real-life experience working with individuals with intellectual and developmental disabilities (I/DD) at The Creative Enrichment Center (CEC). The CEC was created with a grant that gives students the opportunity to engage with individuals with I/DD, educating students on abilities of disability.

DeClouette’s GC1Y students participate in a minimum of eight hours working with adults with disabilities. They can do this through CEC events such as tailgating and music therapy.

DeClouette said that some of her students are

hesitant if they have never worked with an individual with I/DD before and are afraid of possibly saying something incorrect. However, this worry is typically alleviated after uniting the student and individuals.

“Once they [GC1Y students] meet them, talk to and engage with them, all of that falls away, and students realize that they have very similar interests and experiences and are able to have fun together,” DeClouette said.

Barbara Coleman, executive director of the CEC plays a huge role in advocating for the relationship between GC students and the CEC.

“We want to educate students [that] we and individuals with I/DD are more alike than different, changing your mindset one student at a time, hope-

fully to make a generation of change,” Coleman said.

Coleman and DeClouette agreed that while the stigma of treatment of individuals with I/DD is lessening, it still exists. They notice some people stand away when they are fearful of miscommunication.

“I think the biggest seclusion for people with disabilities is ignorance,” Coleman said. “We fear what we do not know, so we stand away from it.”

DeClouette instructs her students that rather than looking away from these individuals, it is ideal to introduce yourself, and say hello, and explore the possibility of the individual with I/DD opening up about themselves.

“We teach our little kids to look away, and then they grow up continuing to look away,” DeClouette said.

Coleman said that she has a high retention rate of students who continue to volunteer for the LEC/CEC after taking DeClouette’s GC1Y class.

Coleman shared a personal story about an individual she ran into while hauling items into the GIVE Center who stopped her and shared the impact the GC1Y class had on him. Even as senior, he asked about the individuals he worked with in the “Representations of Ability and Disability” class.

Amy Mathis, an individual with Down syndrome, said she enjoys the semesterly field day of fun and lit up when asked about her favorite events.

“I like playing games outside, and Bocce Ball is my favorite, as well as the pie in the face, and I got to put a pie in Kevin’s face.”

Amy was recently proposed to at church by her now fiancé Kevin, who also has Down syndrome, a cherished moment that DeClouette’s students and the community will never forget.

“[The students] had tears coming down their faces when witnessing the proposal,” DeClouette said.

Students in the GC1Y class and volunteers all over the community get to share some of the most special moments with the individuals with I/DD.

“You guys [students] bring us that youth and important ideas, and it is a snowball effect,” Coleman said. “We are like one big village, and I could not be more appreciative. We are all a family. We laugh together, we pray together and we cry together. Anyone is welcome in this family.”



Lexie Baker / Staff Photographer

Students in Nicole DeClouette’s GC1Y class learn about representations of ability and disability on March 28



## ARTS &amp; LIFE

## GC hosts annual creative writing awards ceremony

**Madi Brillhart**  
*Staff Writer*

GC held its annual Margaret Harvin Wilson Award ceremony on March 14 in the Pat Peterson Museum Education Room, where seven finalists were selected for their work in poetry, short story and drama.

The award is designed to promote young writers' passion for writing and to provide students with the encouragement and recognition that creative writing requires.

The finalists were recognized from a pool of 76 entries in the three literary categories. One winner from the first-year and sophomore classes was selected along with one winner from the junior and senior classes.

Sophomore Mallo-ry Wheeler was awarded first place for her script "The Disengagement Party," a drama that focuses on the lives of a couple who are struggling with an ongoing divorce.

Encouraged by her creative writing professor to submit her work, Wheeler utilized different templates to develop her script's characters and plot progression.

"I tried four different documents where I could first make the characters and then decide what I was going to do with them," Wheeler said. "And then I revised it at the end four times."

Wheeler was previously a theatre major and said she prefers writing scripts to other types of works.

"With plays, I feel like I have to streamline the plot progression," Wheeler said. "With short stories, you have a little bit of wiggle room, but with a play, everything has to matter," Wheeler said.

Winning the Margaret Wilson award has encouraged Wheeler in her writing overall, Wheeler said, and she plans to continue using her theatre background to optimize her script writing skills.

Junior Madeline Ender, the winner for the junior and senior class category, was urged by her professor to submit to the contest last year, something she wasn't entirely comfortable with as a writer.

"I really didn't know, at the time, if I was going to be able to [make the cut]," Ender said. "I was in this transitional period of 'Will I be any good? Will people like my writing?' But this year, it felt less stressful to submit. I had gained some confidence in my writing, and I knew that if I didn't become a finalist, it didn't define whether or

not I was a good writer."

Winning second place at last year's award ceremony gave Ender the validation she needed to submit again.

"To get second place, and then come back and see that there's chance for improvement here, there's something to work with, [I] can build on this," Ender said. "It was a challenge for me to push myself to a higher level and to not give up halfway through... It taught me some tenacity, I think."

This year, Ender submitted her short story with a newfound confidence and ease. Her story, "The Women of 213 North Hampton Drive," is a tale of female empowerment.

"It's really a story about women taking care of other women, and that was something I really wanted to write," Ender said.

The story was composed just a week earlier for her fiction workshop class in a single night.

"At first, it was really, really awful, and there were a lot of flaws," Ender said. "But I think revision is one of most important parts of writing, so there were a lot of hours of revision that went into it."

Inspired by the passion of Margaret Wilson and her accomplishments, Ender said she plans to continue to submit her work and work on her confidence.

"It was like a dam burst and my ideas just came flowing out," Ender said. "[Winning] definitely gave me more to work with. The whole contest in general has changed my writing from a way to live and emote to a way to put myself into the professional world."

Junior and runner-up Claire Korzekwa also submitted a short story. Korzekwa entered the contest last year and was chosen to be a finalist for the second year in a row.

"It's a really great opportunity provided by the staff, especially because you know everyone else who is going to be entering and you get to talk to them," Korzekwa said. "It's very supportive and a lot less cutthroat than traditional publishing."

Korzekwa said she values the reassurance and validation that the contest provides, given the difficulty many creative writers face with beginning to submit their work.

"This year was a lot easier to submit," Korzekwa said. "There was a lot less questioning and editing, and there were some stories I had already gotten feedback on, and so I thought, 'OK, this is probably a good fit.'"

Korzekwa's magical realism short story "The Food



of the Gods is Beneath Our Feet" features a college-aged girl dealing with a disorder that makes her unable to taste flavor, causing her to enter a type of delirium.

Similar to Ender's process, Korzekwa said she prefers to write her works straight through in one sitting. She was able to give the first draft of her story to her workshop class.

"They read it and gave me some really awesome advice on things to help make it make more sense," Korzekwa said. "I followed most of what they said, and then I submitted it."

Because short stories aren't Korzekwa's strongest form of writing, she said, coming in second for her story helped affirm her writing skills and push her out of her comfort zone.

"It's sometimes hard to apply positivity when reading your own work, so reading all of [the other competitors'] work, I can say that I, objectively, am in the same class ... that people would put my stuff with these other really talented people's work, it just feels really good," Korzekwa said. "It's reassuring."

Each of the finalists received recognition, along with a \$1,000 prize, for their works. The Margaret Harvin Wilson Writing Awards are meant to encourage the imagination and creativity that sparks young writers.

"This really changed my writing, and I think it will for however long I write," Ender said. "I think this is the kickstart of everything."



Courtesy of Madeline Ender

Madeline Ender accepts her writing award from President Dorman on March 14



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